**Common Core Lesson Plan**

English

“Cultural Revolution”

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Liberty High School

Kern High School District

**Subject:** English

**Unit Length:** 2 periods

**Content:** Cultural Revolution

**Common Core State Standards**

**Reading 1-** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Writing 2-** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Day One-**

1. **Teacher reviews a brief background on the Cultural Revolution (powerpoint)**
2. **Teacher has students discuss what life might have been like for those who lived in China during this time period**
3. **Teacher displays the first photo from the Cultural Revolution Art powerpoint**
4. **Students work in groups to answer**

**What do you see?**

**Who are the people in the photo?**

**What jobs might they have?**

**How does this portray Mao?**

**Do the people seem to be for or against the Cultural Revolution?**

1. **Group discussion on the above questions**

**Day Two-**

1. **Teacher asks students what they think life after the Cultural Revolution might be like**
2. **What aspects of “self” and the “individual” might have been missing during the Cultural Revolution**
3. **Teacher displays the second photograph on the Cultural Revolution Art powerpoint**
4. **Teacher asks students to guess what country this art is from**
5. **A Chinese artist made this work, was it made before, during, or after the Cultural Revolution?**
6. **What aspects of this photo tell you it was made after the Cultural Revolution**

**Assessment Task:**

**Do you think the artist was in support of the Cultural Revolution? Why or why not?**

**What context clues can you find between the two photos to support your answer.**